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ABSTRACT

Compiled for internal, practical use by staff members of the Centre for the Study of Education in Developing Countries, this selected bibliography on the educational use of media emphasizes its utilization in nonwestern countries. Some general theoretical literature has been included, especially in the area of audiovisual media, since the technical use will not vary considerably in developed and developing countries. A great many case studies are also listed, as they reflect the need to consider the socio-cultural context of the locality as well as educational needs and objectives when selecting appropriate media. The first of three sections lists bibliographies, the second focuses on mass media, and the third (and major part of the bibliography) is concerned with various facets of educational media and development. Citations in this section are subdivided under these headings: Instructional Technology, Audiovisual Media and Education, Educational Broadcasting, Instructional Satellite Broadcasting, Instructional Radio, Instructional Television, Instructional Videotapes, Instructional Film, Instructional Soundtapes and Cassettes, Multimedia Use, Correspondence Courses and Distance Learning, and Open Universities. Languages represented in the bibliography include English, French, Spanish, German, and Dutch. (LLS)

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C. Epskamp

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INTRODUCTION

This select bibliography has been compiled for internal and practical use by CESO-staffmembers. In short, it is an instrument provisional in character, which does not pretend to be complete.
With these considerations in mind it has to be used.
One could wonder why a 'Center for the Study of Education in Developing Countries' should be interested in the use of media.
Obviously, education (formal, nonformal as well as informal) is a process in which information is transmitted along the lines of personal communication with or without the use of transmitting instruments, varying from black-board to television.
Before discussing the lay-out of this bibliography some remarks have to be made. Whenever I speak of media I am referring to their instructive aspect, i.e. to media-didactics. Except for the general literature mentioned in part I, documents referring to the 'sociology or psychology of the media' are not included.
Neither did I include those studies which approach the media from the 'semiotic' point of view, analysing and decoding the 'language' of the messages transmitted.
Another thing left out, although of special importance to nonformal educational projects in developing countries, is the subject of 'folk media'.
What is left is a bibliography focussed especially on modern audio-visual media, as used in western, but above all in nonwestern countries in the field of education. Some general theoretical literature has been included especially in the field of A.V.-media, because the technical use of these media will not vary considerably in developed and in developing countries.
The inclusion of a great many 'case-study-documents' implies that the choice of the type of media in education depends on the socio-cultural context of the locality, the region or the country which is going to use it. Furthermore the educational needs and educational objectives are important for making this choice.
A final remark has to be made. Experiences in evaluating the educational impact of instructional media are rare and have only occasionally been compiled.
A systematic study of the literature on the evaluation of instructional media would be a great help to the educationalists. This bibliography is a first effort in this direction.

Kees Epskamp,
with special thanks to
Mrs. Mecheline Rutjes,
CESO's librarian.

September 1979

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